



Testimony on HB 2313 with -1
House Committee on Higher Education and Workforce Development
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Hello Chair Reardon, Vice-Chair Alonso Leon and Vice Chair Whisnant, members of the committee, for the record my name is Dr. Erin Weeks-Earp, with the Higher Education Coordinating Commission. I am here today to provide background information on our bill, HB 2313 with -1 amendments, which updates accelerated learning statutes, and establishes the task force for sustainable funding for accelerated college credit programs and transitional supports.

First, why do these statutes need updating?

In June 2016, the HECC added two new types of accelerated learning standards: Sponsored Dual Credit and Assessment Based Learning Credit. This action provides greater flexibility to school districts and partnering colleges and universities for the development of accelerated learning programs, while increasing the likelihood that credits awarded under these new models will be recognizable and transferable to other higher education institutions.

At this time, it is important that these two new types have the same legal footing as their dual credit counterpart so we are proposing to add them to the existing statute language.

Brief background

The Joint Boards of Education adopted the Oregon Dual Credit Standards in 2010 and the HECC adopted them in 2014, in accordance with ORS 340.310.

Working closely with the Public Universities and Community Colleges in our state, HECC drafted, vetted, and adopted two additional types in 2016:

- Assessment Based Learning Credit (ABL): Enhanced high school courses or other activities offered at the high school and taught by high school teachers focused on student attainment of specific, college- or university-defined student learning outcomes. In these programs, students have the opportunity to demonstrate, through college or university assessments, that they have attained those student-learning outcomes and thereby earn credit for a course from the sponsoring college or university.
- Sponsored Dual Credit (SDC): College or University courses offered as a part of the high school program and taught by a high school teacher in partnership with

a sponsoring college or university faculty member who meets the qualifications to teach the course for the college or university. Sponsored Dual Credit students enroll in the college courses and grading and transcription is consistent with those of like courses at the college or university.

HB 2313 requires all public universities and colleges in the State of Oregon who offer accelerated college credit to report to the HECC student participation in Dual Credit, Sponsored Dual Credit, and Assessment Based Learning Credit. As data are submitted and become available, the HECC will be able to track the impact of accelerated learning on student postsecondary success including enrollment and degree or certificate completion.

Result of the change

Accelerated college credit is possible through secondary-postsecondary partnerships that entail significant planning, resources, and collaboration from both sides. The HECC standards and Oversight Committee guidance help partnerships show how they provide credits with purpose and academic integrity.

Once the four statutes are updated, all three types of accelerated college credit will have “equal footing” and the possibilities for productive partnerships that support students’ college readiness, graduation, and postsecondary success and completion will be flexible and far-reaching. Specifically, the four areas are:

- 340.300 School districts provide accelerated college credit programs
- 340.310 HECC develop statewide standards for
- 340.320 ODE shall administer grants for teachers in accelerated college credit
- 350.075 HECC and State Board of Education shall enhance the use and quality of

To the Amendment -1

The formation of the Task Force is a critical next step, whereby the three education agencies will collaborate to explore solutions around equitable funding and additional transition supports. Our colleague, Dr. Hilda Rosselli is here with the Chief Education Office to tell you more about the Task Force.

Sincerely,
Erin

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